**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2nd grade** | | | **Date(s)**: |
| **Unit Title:**  Understand Place Value (Hundreds, Tens, and Ones) | | | | **Corresponding Unit Task:** Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | |
| **Essential Question(s**): How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher**: Projector, base ten blocks, dry erase marker | | **Student:** place value mats/blocks, dry erease boards, markers, and erasers | | | **Hundreds tens ones value worth place digit** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1** *Understand that the 3-digits of a 3-digit number represent the amound of hundreds, tens, and ones.*  **2.NBT.3** *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | |
| **I Can Statement(s):** I can understand that each digit in a 3-digit number represents hundreds, tens, and ones. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Play “Where Do I Belong:” On front board, place the words Hundreds, Tens, and Ones in columns. Provide each student an index card with a number on each card (examples: 600, 50,or 4…) Have students think about where they belong in the correct column on the board. On the skip count of 8 (by 2’s), have students get up and find where they belong and stand by their correct column. Discuss why each belongs where they have chosen. Note: This can be continued 2-3 times with the redistribution of cards. | | | | | |
| **Teacher Directed**: Numbers can be represented in a variety of ways. We are going to be representing numbers using place value models. Using a base ten mat on overhead, projector, etc., teacher will demonstrate how to represent numbers utilizing base ten blocks. | | | | | |
| **Guided Practice:** Pass out place value mats and/or base ten blocks (can work in pairs). On screen display a number and have students represent that number. Discuss how the number was made. Do this several times with discussion following. | | | | | |
| **Independent Practice:** Pass out dry erase boards. Put a list of numbers on the screen and have students draw visuals of place value blocks that correspond to the numbers. Teacher will monitor by walking around for verification of understanding. | | | | | |
| **Closing/Summarizing Strategy:** Teacher puts a new number on the screen for each student to draw and then groups discusses how answers were reached. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students can make up their own numbers on their boards utilizing numbers between 600-1000. | | | Have students practice making two digit numbers utilizing only tens and ones blocks. | | | Have students orally explain how they made their number to a partner. |
| **Assessment(s): Play “Where Do I Belong” with slight changes…stressing to students that every number will be a three digit number. Call individual students up to draw the visual representation of a number visually provided by the teacher in the correct place value positions.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |